

# WARNER WORD



## New Student Blog Brings Warner School Experience to Life

A new student blog, authored by Margot, a master's student in both the Reading and Literacies and Urban Teaching and Leadership programs, brings the Warner School experience to life and shows the school's mission in action. The Warner Perspectives blog, located on the Web at [warnerperspectives.wordpress.com](http://warnerperspectives.wordpress.com), gives readers a glimpse into the life of a Warner student as she navigates through a year of learning and growth on her way to becoming a teacher.

Through the remainder of her 15-month graduate study at the Warner School, Margot will share her experiences as a student and a new teacher, taking readers into her classes and internship sites. Joanne Larson, Michael W. Scandling Professor of Education and chair of the teaching and curriculum program at the Warner School, describes Margot as a

model student for sharing these valuable experiences with other emerging educators.

"She is committed to urban education, and her expertise in language and literacy brings together school and out-of-school practices, particularly new media literacies, in authentic and meaningful ways," says Larson. "Her work and teaching truly merge theory and practice and embody the spirit of the Warner School's mission, and her dedication and passion for education and children make her an inspired teacher."

The Warner Perspectives blog, which was initially created to offer prospective students a current student's perspective of life at Warner, has evolved to be a useful resource for the entire Warner community, and opens a new level of communication and learning for

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### Calendar

12/13/07  
Last day of classes

12/17/07  
Warner School Orientation

1/16/08  
First day of classes

1/21/08  
Andrew Young Presents Martin Luther King Jr. Commemorative Address

1/21/08  
Classes Cancelled in Honor of Martin Luther King, Jr. Day

1/24/08  
Graduate Program Information Session



## News Around Warner...

### Featured

Karen DeAngelis, assistant professor in educational leadership, participated in a Symposium on High School Teacher Distribution, hosted by the Alliance for Excellent Education in Washington, D.C. on November 8. The Symposium brought together approximately 20 researchers and policymakers to discuss whether federal education policy could play a role in promoting a more equitable distribution of teachers across high schools.

DeAngelis joined the Warner School faculty in 2007. She teaches courses on educational policy, education finance, the economics of education, and quantitative methods. Using economics as a lens, she examines issues related to K-12 teacher and administrator labor markets. She is particularly interested in how policies, such as salary levels and certification requirements, impact the qualifications and distribution of teachers into and out of the profession.

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### Doctoral Students, Professor Present at Conference

Rabia Hos, a doctoral student in teaching and curriculum, and Kankana Mukhopadhyay, a doctoral student in human development, presented the poster titled, "Out of the Cocoon and Into the Real World: Challenges Faced and Lessons Learned by Students in Their First Endeavor as Professional Evaluators," at the American Evaluation Association Conference in Baltimore, Md. on November 7 to 10.

Hos also chaired a multi-paper session titled, "Evaluating Teacher Professional Development."

Katy Allen, a doctoral student in human development, presented the poster titled, "The Effects of a Series of Early Literacy Workshops for Parents on Parents, Teachers and Students: An Evaluation of the Pre-Kindergarten Parent Project."

Sherri Lauver, assistant professor and associate director for program evaluation in the Warner Center for Professional Development and Education Reform, also presented a paper at the same conference titled, "Hear Us Out: Youth-led Participatory Evaluation in an Urban Community."

### Warner Alumna and Doctoral Student Help Form National Organization

Warner alumna Signe Kastberg (Ph.D., 1998), currently the program director of the mental health counseling program at St. John Fisher College, and Alfred Vitale, a Warner doctoral student in human development, are two officers in a newly formed national organization called the Association of Working Class Academics (AWCA). The association is also led by Allison Hurst, professor of sociology and legal studies at Kenyon College, and Terry Griffin, professor of media arts at Wesley College.

AWCA's mission is to advocate for students and faculty of poverty-and-working-class origins, promote reforms that assure greater class equity within colleges and universities, establish relationships and connections between poverty-and-working-class faculty and students, encourage poverty-and-working class academics to examine the standpoint of current research on social class issues, help faculty introduce more courses on social class and the effects of social class origins into their respective fields, and serve as an informational resource for those interested in issues affecting poverty-and-working-class people.

The Association of Working Class Academics formally launched on December 1, 2007. For more information about AWCA, visit [www.awcaonline.org](http://www.awcaonline.org).

### Curry Publishes Chapter in *Pierre Bourdieu and Literacy Education*

Mary Jane Curry, assistant professor in teaching and curriculum, published her chapter, "A head-start and a credit: Analyzing cultural capital in the basic writing/ESOL classroom," in *Pierre Bourdieu and Literacy Education*, published in December 2007. The chapter discusses the various forms of cultural and social capital brought into the community college basic writing classroom by different types of immigrant English language learner students whose educational levels ranged from less than high school to Ph.D.'s.

### Waterman Speaks at Haudenosaunee Conference

Stephanie Waterman, assistant professor in educational leadership, was a guest speaker at the 4th Annual Haudenosaunee Conference titled, "Conflict, Colonization, Co-Existence: The Haudenosaunee and New York State," which was sponsored by the Center for Indigenous Law, Governance and Citizenship at Syracuse University on November 2 to 3. Waterman provided commentary regarding the relationship between the state, the Haudenosaunee, and "education." She gave a talk, "Commentary: Surrounded but Grounded," and was quoted in *Indian Country Today* regarding the conference.

### Mackie Presents at NY Counseling Association Conference

Karen Mackie, assistant professor in counseling and human development, gave an address to the New York Counseling Association Annual Conference, which took place in November in Rochester, N.Y., on the implications for professional counselors in New York of the ACA 20/20 Vision Statement on the future of the profession. She also presented a poster session on encouraging practitioner research in counseling through teaching trainees a heuristic approach to inquiry at the 2007 Association for Counselor Education and Supervision National Conference held in October in Columbus, Ohio. A third presentation on the use of collaborative and transformative leadership strategies among school counselors and their administrators was presented in November to the New York State School Counselors Association's Annual Conference in Syracuse, N.Y. Co-presenters were Tom Wiggins, elementary counselor-leader from Keshequa Central School District, and Mark Pringle, assistant principal at Rush-Henrietta Central School District and Warner doctoral student in the accelerated Ed.D. counseling program.

## Mock and Hetherington Visit Albany, D.C., and Seattle to Discuss Disabilities

Martha Mock and Susan Hetherington, both assistant professors in teaching and curriculum, traveled to Albany, N.Y. on October 30 to address officials from State Education, the Office of Mental Retardation and Developmental Disabilities, and the Governor's office regarding the transition crisis for adolescents with disabilities and their families. They also presented the results of the Partnerships in Transition Initiative, which is supported by the Warner School, Strong Center for Developmental Disabilities, and the Golisano Foundation to create a successful transition from school to a meaningful adult life, at the Association of University Centers on Disabilities in Washington, D.C. on November 11 to 14. On December 9, they will be presenting a poster on the Initiative at the International TASH Conference in Seattle, Wash.



## Wilson Middle School Girls Unveil Science Behind Hip-hop Dance at Science STARS Conference

### Student Blog

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everyone. Margot's blog goes even deeper than her classroom experiences as she shares her emotions, uncovers the highlights and obstacles that she encounters in education, and demonstrates the archetypal skills for and the commitment to the teaching profession that are needed to be successful.

"Margot's blog is a wonderful way to get an introduction to student teaching in the Rochester City School District," explains Sonia James-Wilson, director of the Urban Teaching and Leadership Program at the Warner School. "Both her honest and thoughtful comments and the beautiful photos help to paint a vivid picture of the joys, complexities, and challenges of teaching in an urban school district."

The Warner School community and outside visitors, who have a particular interest in education, are encouraged and invited to send comments to Margot via her blog or to e-mail her at [StudentPerspective@warner.rochester.edu](mailto:StudentPerspective@warner.rochester.edu) with any questions or suggestions on topics for her to write about in the future.

Middle school girls from Wilson Foundation Academy pulled out their dancing shoes to share their passion for science with family, friends, and the community at the Science STARS conference on Saturday, December 1. As part of Science STARS (Students Tackling Authentic and Relevant Science), an after-school program, these seventeen enthusiastic and talented middle school students devoted their after-school time the past semester to studying the science behind and learning the latest hip-hop dance moves.

The girls opened the Science STARS conference with an enticing performance and then ran four interactive presentations that explored and revealed answers to the following investigations: Can dancing and performing a dance routine over a period of time lead to weight loss? How does dancing affect flexibility, coordination, and balance? How do your senses affect your muscle memory when dancing? How does dance affect heart rate?

This year's Science STARS program was directed by Al Schademan, doctoral student and visiting assistant professor at the Warner School. Science STARS, an initiative formed by April Luehmann, assistant professor, gives middle school girls the opportunity to participate in the richness of scientific inquiry, hoping that these experiences will help them to become capable science learners as well as give them a rich appreciation for the exciting role science plays in our daily lives. Equally important, the program gives Warner graduate students, who are studying to be science teachers, the opportunity to facilitate science learning through an inquiry approach. Science STARS is part of the *Get Real!* Science Project.

## Rejuvenated Teachers Bring Summer Institute Writing Skills Back to the Classrooms

Teachers across the Genesee Valley region are sharing new insights and skills with their fellow teachers and students alike after dedicating a portion of their well-earned summer break to learning new writing and literacy skills.

A committed group of 16 enthusiastic teachers of kindergartners through college students, representing a wide range of area schools and disciplines, participated in the Genesee Valley Writing Project's first-ever invitational Summer Institute. After spending four weeks of writing, reading, workshopping, and sharing classroom practices with each other, they have taken these experiences back to their classrooms to help students improve their writing abilities.

The Genesee Valley Writing Project at the Warner School of Education is one of the newest sites to join the National Writing Project, a nationwide network of nearly 200 project sites reaching more than 137,000 educators last year, working together to improve writing and learning in America's schools. This year's Summer Institute was directed and facilitated by Meg Callahan, assistant professor at the Warner School.

"The idea of the Summer Institute is that teachers get to be writers and immerse themselves in their craft in order to find renewed inspiration for teaching," says Callahan. "It is also an opportunity for teachers to connect with the academic community, and learn and share new techniques that are essential to enhancing their students' engagement with the writing process. As a result of these experiences, teachers bring new thinking, confidence and enthusiasm to their classrooms."

The enthusiasm can be measured by some of their remarks after attending the 2007 Summer Institute. "Taking part in the Summer Institute was the best thing that I've done for myself in quite some time," explains Leslie Laurie-Nicoll, a fourth grade teacher at Le Roy Central School, who completed a children's story that had been tumbling in her head for months leading up to the Summer Institute. "Surrounded by intelligent



and passionate educators, I learned, I laughed, and I put myself out there. As a result, I grew as a teacher, a colleague, and as a person."

Participation at the Summer Institute also put teachers back into the shoes of their students and helped them to relive the fulfillment and therapeutic value that writing has to offer. Jan Marchetti, a reading specialist at Buckman Heights Elementary School, comments, "My teaching is much richer now that I have personal experiences to share with my students. I feel that I now teach on a different level. I have experienced every step of the writing process firsthand, and I can empathize with my students as they attempt to recognize and develop their writing skills."

The Genesee Valley Writing Project, which serves teachers and students from urban, suburban, and rural regions of Monroe and surrounding counties, is a collaborative school-university partnership that is dedicated to improving the quality of student writing and learning in K-16 schools through teacher-centered professional development.

In addition to the Summer Institute, the Genesee Valley Writing Project will continue to host follow-up programs and activities—community outreach programs, school-based inservice workshops, collaborative programs, and teacher study groups—leading up to next year's Summer Institute.

The 2008 Summer Institute will be held July 7 through August 1. To receive an application or for more information about the Genesee Valley Writing Project Summer Institute, visit [www.rochester.edu/warner/gvwp](http://www.rochester.edu/warner/gvwp), or contact Meg Callahan at (585) 273-5090 or by e-mail at [meg.callahan@rochester.edu](mailto:meg.callahan@rochester.edu).

## Five Warner Alumnae Honored with Statewide Counseling Award for Leadership

The New York State School Counseling Association (NYSSCA) presented five Warner alumnae with the Outstanding Program and Practice Award in November. The recipients, who all work in East High School's Counseling Department in the Rochester City School District, were honored for their leadership as counselors in the school community.

The five Warner alumnae recipients, who were part of a team of eight East High counselors honored, were Enid DeJesus-Lopez '04 (M.S.), Sherylanne Diodato '98 (M.S.), Christine Frederick '98 (M.S.), Mary Gilbert '95 (M.S.), and Nancy McGrath '00 (M.S.).

"This is a talented, richly deserving group of leaders who are being recognized for their work in the community," said Bonnie Rubenstein, associate professor at the Warner School and director of counseling at the Rochester City School District. "Their leadership and work not only mirror the Warner School's mission, but more importantly have impacted East High students in many aspects of their lives and been a true inspiration to school counselors across New York State."